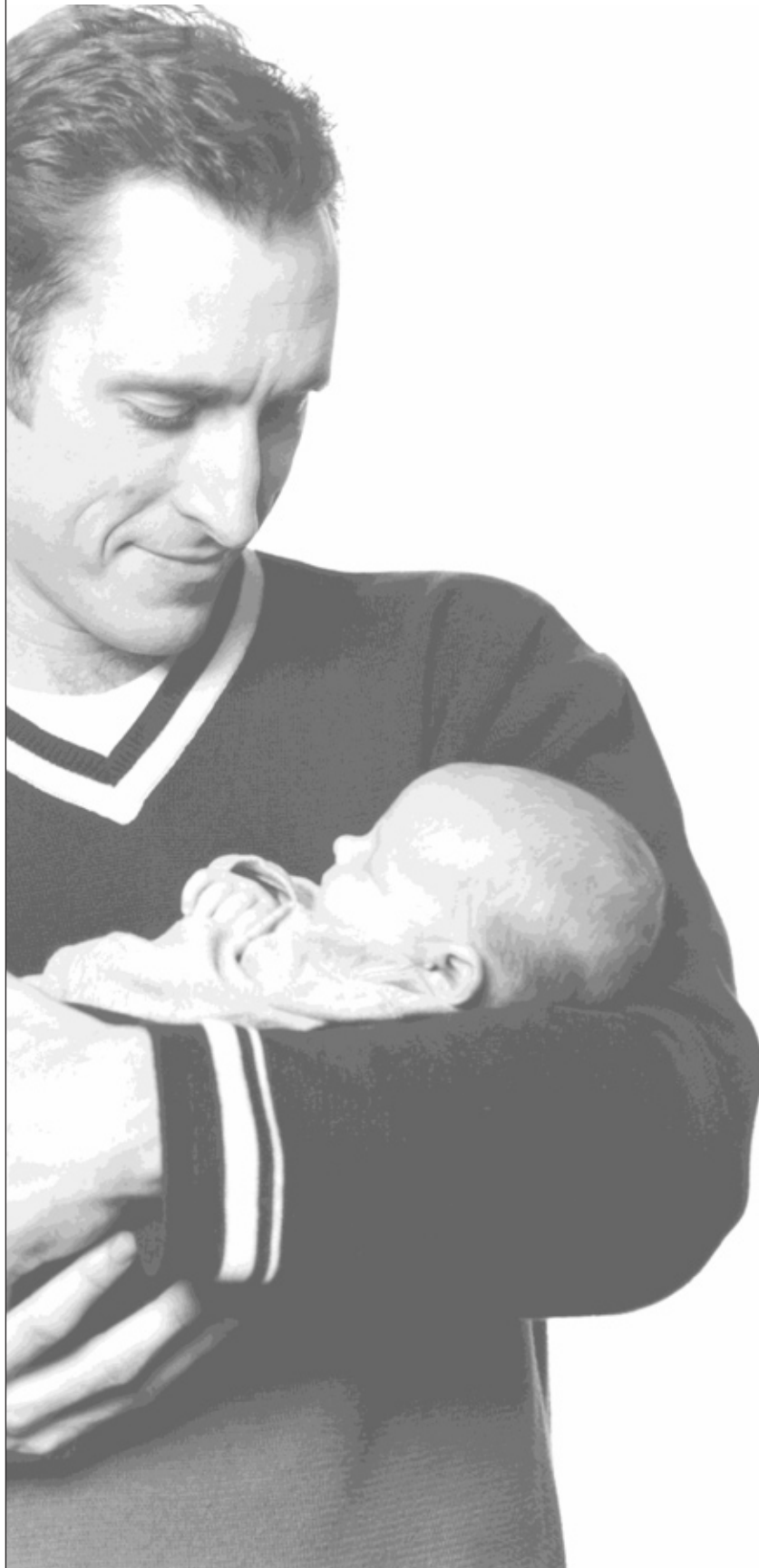


CPS/CWS
Field
Activity
Guide
Trainees



CPS/CWS

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Introduction

GOALS

The field activity component of the *Academy Training Program* is one of the most important elements in preparing new social workers for work in Children's Administration. It will help you integrate and apply the knowledge you gained in the classroom and from assigned reading. More importantly, it will provide you with the opportunity to experience the day-to-day aspects of child welfare work in a structured way, alongside an experienced social worker.

The field activity component serves four important goals:

- To enable you to experience the realities and challenges of child welfare work;
- To provide an opportunity to integrate and apply classroom learning to day-to-day child welfare practice;
- To help you in the successful completion of the Academy Training Program; and
- To help prepare you for a successful career with Children's Administration.

FIELD PLACEMENT ACTIVITIES

Your field activity component will generally take place in the office you will be working in when you complete the *Academy Training Program*. During the two weeks field activity component you will be participating in the field activities described in this guide. Here are the steps to follow to complete each field activity:

- Review the competency and the performance criteria for the activity. (These are found at the top of each field activity description.)
- Read the description of the field activity you will be participating.
- Read the field activity instructions. The instructions tell you what you are expected to do to complete the activity.
- If you have questions about a field activity, discuss this with your Field Instructor or Field Activity Coordinator.
- Discuss your learning experience with your Field Instructor at the end of each activity.

ROLES

During the field activity component, you will receive guidance and support from three people, the Academy Field Coordinator and the local office Field Activity Coordinator and Field Instructor(s).

Academy Field Coordinator

This is the program manager of the field activity component, based out of the Office of Staff Development & Training. This role is to:

- Prepare you for the field activity component
- Debrief the field activity component with you and help you integrate what has been learned into your social work practice.
- Provide ongoing support to the Field Activity Coordinator, Field Instructors and you throughout the field activity component.

The Field Activity Coordinator is your guide through the field experience. The coordinator will meet with you on a weekly basis for a minimum of 2 hours to discuss your experience and learning to date. The coordinator will orchestrate your field experience by assigning a Field Instructor(s) to mentor you through the various field activities. At the end of the two weeks, the Field Activity Coordinator will complete a *Summary Evaluation* providing an assessing of your learning and future training needs. After reviewing the evaluation with you, it will be sent to the Academy Field Coordinator and Academy Trainers for review.

The Field Instructor is your guide through each field activity. You may work with one or several Field Instructors during the course of your field placement. The role of the Field Instructor is to provide you with “hands on” field opportunities. The Field Instructor will mentor you through each field activity and debrief the experience to help you integrate the learning into your social work practice. The Field Instructor will also provide feedback to the Field Activity Coordinator as to your performance during the various field activities.

EVALUATION

Field Instructors will be completing an evaluation pertaining to each of the field activities and will provide a copy of those evaluations to the Field Activity Coordinator and to you, the trainee. Evaluation of each field activity area will be based on the following criteria:

- Did you complete the assigned field activity and follow directions?
- Did you understand the field activity?
- Did you demonstrate appropriate beginning competency in the field area?

At the end of the field activity component, the Field Activity Coordinator will complete a *Summary Evaluation* assessing your overall performance during the field activity placement along with the *Required Field Activity Checklist* to ensure that all required activities have been completed. Both of these items will be reviewed with you and then sent on to the Office of Staff Development and Training.

Once the Office of Staff Development and Training has received a copy of the *Summary Evaluation* and *Required Field Activity Checklist*, the information will be reviewed by both the Academy Field Coordinator and Academy trainers. Additional assistance will then be provided trainees in areas that may require further support.

If for any reason you feel you have not been evaluated fairly or you have not been given an adequate opportunity to demonstrate the acquired the knowledge and skills, speak to your Field Activity Coordinator. If the issue remains unresolved, contact the Academy Field Coordinator.

The field activity placement is a crucial component with the *Academy Training Program* and successful completion is necessary in order to graduate from the *Academy Training Program*.

Required Field Activities Checklist

CPS/CWS

- ☐ Observe/participate with social worker to prioritize daily schedule.
- ☐ Shadow a social worker for a full day and document different roles and responsibilities.
- ☐ Interview an experienced social worker and document how they meet documentation requirements.
- ☐ Review with field instructor personal & professional social work values and how they may come into conflict with agency values.
- ☐ Research agencies in the community that provide services to families from diverse backgrounds. *(Complete Treasure Hunt)*
- ☐ Observe contested court proceeding
- ☐ Observe half a day of shelter care, dependency or review proceedings.
- ☐ Accompany social worker on referrals alleging physical abuse, sexual abuse & neglect. Identify and discuss indicators of child abuse and neglect on these referrals. *(combined with)*
- ☐ Observe/participate in an interview of a child. *(combined with)*
- ☐ Observe/participate in an interview of adults. *(combined with)*
- ☐ Observe/participate in the completion of a safety assessment and safety plan. *(combined with)*
- ☐ Observe/participate in the completion of investigative risk assessment. *(combined with)*
- ☐ Observe/participate in a CPS findings decision derived from a completed Investigative Risk Assessment.
- ☐ Observe/participate in initial contact with referred family. *(combined with)*
- ☐ Observe/participate in engaging a family in safety and/or service plans.
- ☐ Observe/participate in the development and/or updating of an Individual Service & Safety Plan (ISSP). OR
- ☐ Review a case record that has completed this process.
- ☐ Observe/Participate in the administration and/or staffing of a Kidscreen assessment OR
- ☐ Observe/participate in a CPT, prognostic, permanency or adoption staffing. Assist in completion of necessary paperwork for the staffing. OR
- ☐ Observe a supervisor/social worker monthly case review.
- ☐ Observe/participate in intervention with a family of different culture than self.
- ☐ Observe/participate in parent/child visitation.
- ☐ Observe/participate in the removal of a child from home. OR
- ☐ Observe/participate/plan the transfer of child from one placement to another.
- ☐ Visit a foster home and ask the foster parent what they need from CA to be successful.
- ☐ Observe a foster home during transition times (i.e.: child getting home from school, getting up in the morning, etc...)
- ☐ Observe /participate in a health and safety interview of a child in care and enter interview info Camis/GUI.

Trainee signature

Field Activity Coordinator Signature

Date

Please fax this completed form to Academy Training Section at (206) 923-4899. Thank you.

Activity #1 Prioritization

COMPETENCY

General Category – Professional/Administration

Competency – Ability to manage self in workplace.

Criteria – Can prioritize work and manage time effectively.

Description of Field Activity

Observe and participate with the field instructor/supervisor and/or designated social worker the prioritizing of the daily work schedule.

Note: This activity may be combined with activities #2, #3 and #4.

Field Activity Instructions

1) Meet with your field instructor/supervisor and/or designated social worker at the beginning of the day and observe their process in developing the day's schedule of activities for themselves. **2)** Discuss how they organize their priorities. **3)** Ask them what criteria they use to determine when and what will be done. **4)** Take note of their consideration of issues that arise during the day and how they prioritize their tasks for the day and/or week. **5)** Ask for clarification about why the worker ranked certain activities before others. **6)** Identify the critical components of how to prioritize workload.

Field Activity Debrief

Report to your field instructor/supervisor a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn that will help you develop a way to prioritize your own work?

Field Activity Instructions – CPS/CWS Program

Activity #2 Documentation

COMPETENCY

General Category – Case Planning/Case Management

Competency – Ability to adhere to documentation requirements.

Criteria – Can develop a plan to meet CA's policies regarding documentation.

Description of Field Activity

Interview your field instructor/supervisor and/or a designated social worker and record how they meet CA documentation requirements.

Note: This activity may be combined with activities #1, #3 and #4.

Field Activity Instructions

1) Meet with your field instructor/supervisor and/or a designated social worker and interview them about how they meet CA documentation requirements. **2)** Ask them to explain the requirements for documentation in CA records. **3)** Ask them what they do to meet these requirements. **4)** Ask them what the barriers are to completing documentation and how they deal with them.

Field Activity Debrief

Discuss the documentation with your field instructor/supervisor and summarize what you learned. Identify what you understand the requirements to be and how you will meet CA documentation requirements.

What I learned?

What did you learn to help you develop a way to document your work and meet CA requirements?

Activity #3 Values

COMPETENCY

General Category – Professional/Administration

Competency – Ability to identify social work values and apply these to CA social work.

Criteria – Can identify examples of effective resolution of conflict regarding basic social work values and child welfare practice in relation to specific case situations.

Description of Field Activity

Review with your field instructor/supervisor and/or a designated social worker their personal and professional social work (SW) values, and how these may come into conflict with case practice.

Note: This activity may be combined with activities #1, #2 and #4.

Field Activity Instructions

1) Discuss with your field instructor/supervisor and/or a designated social worker when personal and professional SW may come into conflict with case practice and ask them to explain their general approach to resolving the issue. **2)** Ask them about specific examples of when these conflicts might come up (e.g. placement of children, termination of parental rights, sexual orientation issues etc.) and what they do.

Field Activity Debrief

Discuss with your field instructor/supervisor where you might find yourself in conflict and how you might address resolving these issues. Summarize what you learned.

What I learned?

What did you learn to help you develop a way to incorporate consideration of value conflicts in your work?

Field Activity Instructions – CPS/CWS Program

Activity #4 Roles and Responsibilities

COMPETENCY

General Category – Working with Families

Competency – Ability to identify and apply the roles and responsibilities of a CPS social worker when working with families.

Criteria – Can describe the role and responsibilities of a CPS/CWS social worker when working with families.

Description of Field Activity

Shadow your field instructor/supervisor and/or a designated social worker and document the different roles they perform and responsibilities they engage in.

Note: This activity may be combined with activities #1, #2 and #3.

Field Activity Instructions

- 1)** Accompany your field instructor/supervisor and/or a designated social worker for a full day.
- 2)** Document the different roles they engage in during the course of intervening with families. (i.e., investigator, resource broker, service planner, consultant, family support provider, crisis worker, legal interpreter, etc.)
- 3)** Observe and document transition times when the worker changes roles during an intervention, i.e. when the investigative role gives way to the resource broker or service planner.
- 4)** Ask them what they find most difficult and how they manage it.
- 5)** Ask them what other roles they engage in that were not observed.

Field Activity Debrief

Summarize with your field instructor/supervisor and/or designated social worker the different roles and responsibilities you've become familiar. Discuss which roles you might find challenging and how you might manage them.

What I learned?

What did you learn to help you identify and manage the different roles and responsibilities of a CPS worker?

Activity #5 Resources

COMPETENCY

General Category – Professional/Administration

Competency – Ability to respect and respond to difference.

Criteria – Can identify resources for the diverse needs of the families we serve.

Description of Field Activity

Research agencies in the community that provide services to families who have diverse needs and backgrounds.

Field Activity Instructions

1) Complete the “Treasure Hunt” given to you from your first two weeks of Academy. (Instructions are given in the “Treasure Hunt” document.)

Field Activity Debrief

Review with your field instructor/supervisor or designated social worker the information you gathered to complete the “Treasure Hunt”.

What I learned?

What did you learn to help you better understand the needs and the resources for families in the community you will be serving?

Field Activity Instructions – CPS/CWS Program

Activity #6 Court Observation

COMPETENCY

General Category – Legal Aspects Of Child Protection

Competency – Ability to describe the child protection legal process and social worker role

Criteria – Can state the role of the court and describe how the court can be utilized to protect children

Description of Field Activity

Observe at least a half-day of dependency court proceedings; to include (if available) shelter care, dependency trial and/or dependency review hearings. (If available, observe a contested hearing.)

Field Activity Instructions

1) Arrange with your field instructor/supervisor and/or a designated social worker to observe local dependency court proceedings. **2)** If given permission by the parties, observe and document the activities and the pre-court discussions regarding the hearings you are observing. **3)** Identify the purpose of the proceedings you observed. **4)** Observe and document the social workers role, the role of the Assistant Attorney General (AAG) and the other attorneys in the process. **5)** Document the different types of hearings and the decisions (court orders) rendered. **6)** If the opportunity arises, ask the agency social worker and AAG involved in the proceedings about the purpose of the hearings observed and the roles of the parties involved.

Field Activity Debrief

Make a list of questions arising from this activity to ask your field instructor/supervisor and/or designated social worker and review with them the information you gathered from the court observations.

What I learned?

What did you learn from the observations, discussions and debrief to help you prepare for court work?

Activity #7 Cultural Considerations

COMPETENCY

General Category – Working with families

Competency – Ability to provide culturally responsive supportive services to families.

Criteria – Can identify intervention methods to strengthen and support the family in context of the family's development.

Description of Field Activity

Observe/participate in an intervention with a family of a different culture than yourself.

Field Activity Instructions

1) Accompany your field instructor/supervisor and/or a designated social worker on a contact with a family that is of a different culture than you. **2)** Ask them about considerations they have made when working with families of the culture group you are visiting. **3)** Identify those considerations in the interaction with the family. **4)** Review your Academy week one materials from the “Culturally Responsiveness” workshop.

Field Activity Debrief

Debrief with your field instructor/supervisor the considerations you observed and how that impacted the interaction. Discuss the information you learned in the Academy workshop on “Cultural Considerations” and this experience.

What I learned?

What did you learn to help you develop a ways to intervene with families of a different culture than yourself?

Field Activity Instructions – CPS/CWS Program

Activity #8 Indicators of CA/N

COMPETENCY

General Category – Intake and Investigations

Competency – Ability to recognize the indicators of child abuse and neglect (CA/N).

Criteria – Can identify indicators of child abuse and neglect through specific case practice situations.

Description of Field Activity

Accompany a worker on referrals alleging physical abuse, sexual abuse and neglect.

Note: This activity may be combined with activities #8, #10 through #13.

Field Activity Instructions

1) Meet with your field instructor/supervisor and/or designated social worker to discuss the specific referral that will be investigated and the field call that will be made. **2)** Observe/participate with them in the steps needed to arrange the field call (contact school/daycare, verify location, contact collateral sources as appropriate, assess safety issues, arrange for state car, cell phone, organize child interview tools, etc). **3)** Accompany them and document the indicators of CA/N that you observe. **4)** Be prepared to assist with any unforeseen direction the field call may take (child placement, call to supervisor, law enforcement, etc). **5)** Discuss the field call after its completion and observe/assist with the documentation of the events. **6)** Discuss the CA/N indicators you observed and compare to those identified by the worker.

Field Activity Debrief

Review with your field instructor/supervisor a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn to help you develop a way to identify CA/N?

Activity #9 Interviewing Children

COMPETENCY

General Category – Intake and Investigations

Competency – Ability to conduct an investigative interview.

Criteria – Can conduct a child-centered interview obtaining relevant information during the interview.

Can identify appropriate locations and conditions for conducting investigative interviews.

Description of Field Activity

Observe/participate with your field instructor/supervisor and or designated social worker as they conduct an investigative interview of a child.

Note: This activity may be combined with activities #8, #9 and #11, #12, #13.

Field Activity Instructions

1) Meet with your field instructor/supervisor and/or designated social worker to discuss the referral/allegation that will be investigated and the child who will be interviewed. **2)** Review local CA/Law Enforcement investigation protocols. **3)** Observe/participate in coordination with law enforcement to ensure CA/Law Enforcement protocols are followed and the investigation is appropriately managed (if the allegation involves possible criminal activity). **4)** Observe/participate in coordination with other contacts to set up and manage the interview (daycare, foster parent, school, etc.) **5)** Observe as the child is interviewed. **6)** Were the interview guidelines that were presented in the “Interviewing” workshop at Academy used? How well? If not, why? **7)** Be prepared to assist if the interview leads to out of home placement. **8)** Discuss your observations, including the location and conditions of the interview with the worker and get feedback. **9)** Observe/assist with the documentation of the events into CAMIS.

Field Activity Debrief

Review with your field instructor/supervisor a summary of what you learned and develop a short list of questions to ask arising from your experience with this activity. Identify the area(s) that you need to focus.

What I learned?

What did you learn to help you develop a way to complete effective interviews with children?

Activity #10 Interviewing Adults

COMPETENCY

General Category – Intake and Investigations

Competency – Ability to conduct an investigative interview.

Criteria – Can define and apply the stages of an investigative interview of parents, non-offending parents and other adults. Can identify appropriate locations and conditions for conducting investigative interviews.

Description of Field Activity

Observe and participate with your field instructor/supervisor and/or designated social worker as they conduct an investigative interview with an adult.

Note: This activity may be combined with activities #8, #9, #10, #12 and #13.

Field Activity Instructions given to Trainee

1) Meet with your field instructor/supervisor and/or designated social worker to discuss the referral/allegation that will be investigated and the adult who will be interviewed. **2)** Review your local CA/Law Enforcement investigation protocols. **3)** Observe/participate in the steps to arrange the interview and if needed, with law enforcement to ensure CA/Law Enforcement protocols are followed and investigation is appropriately managed. **4)** Observe as the adult is interviewed. **5)** Were the interview guidelines that were presented in the “Interviewing” workshop at Academy used? How well? If not, why? **6)** Discuss your observations, including the location and conditions of the interview with the worker and get feedback. **7)** Observe/assist with the documentation of the events into CAMIS.

Field Activity Debrief

Review with your field instructor/supervisor and/or designated social worker a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn to help you develop effective skills for interviewing adults?

Activity #11 Safety Assessment/Safety Planning

COMPETENCY

General Category – Intake and Investigations

Competency – Ability to assess and meet the child's immediate safety needs.

Criteria – Can accurately complete a safety assessment and clear, adequate safety-plan.

Description of Field Activity

Observe/participate in completion of a safety assessment and safety plan.

Note: This activity may be combined with activities #8, #9, and #10, #11 and #13.

Field Activity Instructions

1) Observe/participate with field instructor/social worker instructor or designated social worker in an initial safety assessment and safety plan for a new referral. **2)** Review the safety assessment form and procedure before the visit with the family. **3)** Complete your own safety assessment and plan during the process and hold onto it until after the visit for review with the worker. **4)** Discuss your assessment and plan with the worker and get feedback.

Field Activity Debrief

Review with your field instructor/supervisor or designated social worker a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn that will help you develop ways to identify safety issues and address them?

Field Activity Instructions – CPS/CWS Program

Activity #12 Engaging Families

COMPETENCY

General Category – Case Planning and Case Management

Competency – Ability to engage families in the case planning process.

Criteria – Can describe and apply appropriate strategies to engage and empower families through specific case practice.

Description of Field Activity

Observe/participate in initial contact with newly referred family and the process in developing an initial safety plan.

Note: This activity may be combined with #8 through #13.

Field Activity Instructions

1) Arrange with your field instructor/supervisor and/or a designated social worker to accompany them on an initial contact with a newly referred family. **2)** Observe the social worker's technique in engaging the family members in the discussion of the referral. Take note of the way in which they manage resistance and heightened emotions. **3)** Identify the point at which the social worker transitions from the original discussion of safety and risk to developing a safety plan with the family. **4)** What strategies does the worker use to empower the family? **5)** Discuss your observations and get feedback.

Field Activity Debrief

Review with your field instructor/supervisor and/or designated social worker a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn about how to engage a family?

Activity #13 Parent/Child Visitation

COMPETENCY

General Category – Working With Children and Youth in Care

Competency – Ability to minimize the impact of separation and placement of children in care.

Criteria – Can recognize the physical, emotional, and behavioral indicators that may result from separation.

Description of Field Activity

Observe/participate in a parent/child visitation.

Field Activity Instructions

1) Review with your field instructor/supervisor and/or a designated social worker the procedure for parent/child visits and arrange to supervise one. **2)** Ask the worker for the specific parameters and issues of the visit you will supervise. **3)** Observe the behavior of the parent(s) and child(ren), particularly the interaction at the beginning and end of the visit. **4)** Did you see anything in the child/parent interaction that relates to issues of separation? **5)** Intervene, model or demonstrate (when appropriate) effective parenting techniques. **6)** Acknowledge the parent's strengths during the visit. **7)** Document the interactions of the visit and any appropriate and/or inappropriate behaviors the parent demonstrates with the child and discuss with the worker.

Field Activity Debrief

Debrief with your field instructor/supervisor and/or a designated social worker what you observed during the visitation. Discuss what you thought might have been associated with separation issues.

What I learned?

What did you learn about visitation between children and their parents?

Field Activity Instructions – CPS/CWS Program

Activity #14 ISSP

COMPETENCY

General Category – Case Planning and Case Management

Competency – Ability to develop effective service plans.

Criteria – Can apply tools & other assessments to develop an integrated service plan and apply that plan to an ISSP.

Description of Field Activity

Observe/participate in the development and/or updating of an Individual Service & Safety Plan (ISSP). If not available, review at least one completed ISSP in a case record.

Field Activity Instructions

1) Observe/participate with your field instructor/supervisor and/or a designated social worker the development and writing of an ISSP. **2)** Ask the worker you are observing what assessment information is used for each section. **3)** Take note of how the plan is linked to the assessment information gathered. **4)** Discuss and document what the ISSP is used for in the life of a case. **5)** If the opportunity is not available, ask your field instructor/supervisor or designated social worker for a case to review that has completed this process and answer questions 2 – 4 from what you see in the record.

Field Activity Debrief

Make a short list of questions that arise from this activity. Review with your field instructor/supervisor the process of developing an ISSP and identify when they are used in the CPS process. Discuss how assessment information is linked to formulating service plans.

What I learned?

What did you learn about when and how to develop an ISSP?

Activity #15 Shared Decision Making

COMPETENCY

General Category – Case Planning and Case Management

Competency – Ability to utilize the principles of shared decision-making.

Criteria – Can understand and apply the model of shared decision making through specific case practice.

Description of Field Activity

Observe/participate in a Kidscreen, CPT or prognostic staffing and assist in the completion of the necessary paperwork for the staffing. If not available, observe a supervisor/social worker monthly case review.

Field Activity Instructions

1) Arrange with your field instructor/supervisor and/or a designated social worker to participate in one or more of the staffing opportunities that are identified above. **2)** Identify the significant issues that the staffing is addressing and take note of the different points of view from the parties involved. **3)** How does the variety of expertise in these meetings influence the plans? **4)** How does the worker prepare and present at the meeting? **5)** If the opportunity is not available to observe one of these staffings, arrange with your supervisor to observe one of their supervisor/social worker monthly case reviews. Answer questions 2 – 4 from what you see in this process.

Field Activity Debrief

Review with your field instructor/supervisor the observations you made during this activity. Discuss how you could utilize the information learned to put into you own practice.

What I learned?

What did you learn about how shared decision making works?

Field Activity Instructions – CPS/CWS Program

Activity #16 Child Placement

COMPETENCY

General Category – Intake and Investigation, Working With Children and Youth In Care

Competency – Ability to assess and meet the child's immediate safety needs. Ability to minimize the impact of separation and placement of children in care.

Criteria – Can identify conditions that increase or decrease child safety. Can identify the stages of grief. Can implement appropriate placement practices to reduce multiple placements.

Description of Field Activity

Observe/participate in removal of child from home.

AND/OR

Observe/participate/plan transfer of child from one placement to another.

Field Activity Instructions

1) Observe/participate with your field instructor/supervisor or designated social worker in the decision and the removal a child from their home of origin. **2)** Discuss with the worker the critical factors that led to the decision that placement was needed to keep the child safe. **3)** What were the steps taken to reduce the impact of the separation of the child and their family. **4)** Ask about the legal basis for removal.

AND/OR

1) Observe/participate with your field instructor/supervisor or designated social worker in the transitioning of the child from one placement to another. **2)** Discuss the critical factors and shared decision making before a child has a change in placements into another setting. **3)** Identify the critical information points that led to the decision to change placements. (CPT staffing, court, etc). **4)** Observe the foster placement coordinator in their search of locating a placement for a child. **5)** Observe how the child is prepared for the transition from one foster home to another foster home.

Field Activity Debrief

1) Review with the assigned field instructor/supervisor or designated social worker your observations. **2)** Develop a list of questions to ask regarding this activity. **3)** Debrief your feelings and thoughts pertaining to removal of a child from their home. **4)** Discuss what might have prevented the removal or additional placement.

What I learned?

What did you learn from your observations?

Activity #17 Foster Home Visit

COMPETENCY

General Category – Working With Care Providers

Competency – Ability to understand the social worker’s role in working with care providers. Ability to work in partnership with care providers.

Criteria – Can identify and apply the components of a supportive and effective relationship with care providers. Can describe the importance of sharing information with care providers as it impacts the lives of children.

Description of Field Activity

Observe a foster home for a minimum of 2 – 3 hours, to include transition times in the home (e.g. child getting home from school, completing homework, getting up in the morning, going to bed, etc.)

AND

Visit a foster home and ask the foster parent(s) what needs they have in working with CA.

Field Activity Instructions

1) Contact the “Placement Coordinator” for your office and request the name and contact information for a foster home in your area. **2)** Contact the foster parent and arrange a time that you can come to their home for a minimum of 2-3 hours to observe. **3)** Observe a transition time (e.g. children getting home from school, completing homework, getting up in the morning, going to bed, etc.) and document the activities the foster parents and children engage in. Take note of the children’s needs and how the foster parents address them. **4)** Discuss with the foster parent what information they need to have about the children coming into their home. Ask the foster parent(s) about what they need from CA social workers when children are initially placed and what they need on an ongoing basis. Ask them what it’s like living with foster children. Ask them what they need for the children in their care to be successful.

Field Activity Debrief

1) Review with your field instructor/supervisor and/or designated social worker the visit and observations you made on your visit to the foster home. **2)** Discuss how they view what makes a foster parent successful and how social workers can enhance that success. **3)** Discuss the expectations and goals of foster parent and social worker relationships.

What I learned?

What did you learn to help you better understand the needs and the resources of foster families in the community you serve?

Activity #18 Health and Safety Visit

COMPETENCY

General Category – Working with Children and Youth in Care

Competency – Ability to understand the role of the social worker in the life of a child/youth in care.

Criteria – Can describe and apply a full range of responsibilities of a SW, in relation to children in care through specific case practice situations.

Description of Field Activity

Observe/participate in a health and safety interview of a child in care and enter the interview into CAMIS.

Field Activity Instructions

1) Arrange with your field instructor/supervisor and/or a designated social worker to accompany and observe a 90 day mandated health and safety visit with a child in care. **2)** Ask for the format and plan of the interview. **3)** Discuss your observations of the interview and get feedback. **4)** Observe or enter the interview in CAMIS. **5)** Discuss the range of responsibilities they have with the children on their caseload that are in care.

Field Activity Debrief

Review with your field instructor/supervisor a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn about your role when children are in custody?

Activity #19 Reunification

COMPETENCY

General Category – Permanency Planning Case Management

Competency – Ability to identify the steps in service planning for reunification/permanency.

Criteria – Can describe and apply appropriate Reunification Assessment and Transition and Safety Plans when developing effective service plans.

Description of Field Activity

Observe/participate in the completion of a Reunification Assessment to develop a Transition and Safety Plan for a successful reunification. If not available, review a case record that has completed this process.

Field Activity Instructions

1) Arrange with your field instructor/supervisor and/or a designated social worker to accompany them on a visit to initiate a Reunification Assessment. **2)** Discuss with the worker the case factors that led them to engage in this assessment. **3)** Observe/participate in the completion of the reunification tool. **4)** Discuss the worker's decision and their rationale. If the decision is for reunification, discuss the components for the Transition and Safety Plan and the rationale for them. **5)** If this activity is not available, ask your field instructor/supervisor for a case to review that has completed this process and answer questions 2 – 4.

Field Activity Debrief

Review with your field instructor/supervisor and/or a designated social worker a summary of what you learned and develop a short list of questions to ask them arising from your experience with this activity.

What I learned?

What did you learn about the reunification process?

Field Activity Component

Summary Evaluation

Trainee Name_____

Field Activity Coordinator Name_____

Please comment on the trainee's performance in the following areas:

Ability to present self in a professional manner

Ability to receive and utilize feedback effectively

Overall comments of trainee's participation in the field activity component as well as areas in need of additional assistance.

Trainee signature

Field Activity Coordinator Signature

Date

Please fax this completed form to Academy Training Section at (206) 923-4899. Thank you.

